

ASSESSMENT FOR LEARNING

Implementation File

Beginning... Developing... Mastering

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The IPC Assessment for Learning Programme

The IPC Assessment for Learning Programme focusses all of our attention on the right thing...children's learning. What are the children learning and what do we need to teach them next? These are the questions we are always asking ourselves. The IPC's Assessment for Learning Programme helps the children to understand when they need to practise a skill and when they have actually got something and therefore can move on. It puts children at the centre of learning and that's got to be a good thing!

Catherine Lester, Headteacher, Cheam Fields Primary School, Surrey, UK, 2015

Welcome to the IPC Assessment for Learning Programme

This unique programme will play a crucial role in helping to improve your children's learning

The IPC Assessment for Learning Programme:

- Helps you assess children's learning and progress in nine different subjects (science, art, history, geography, ICT & Computing, music, technology, PE and international)
- Encourages and enables children to assess and improve their own learning
- Provides tools and guidance to help teachers use assessment to improve children's learning, not just record which learning stage they are at
- Enables teachers to monitor improvements in individual children's learning and the learning of whole classes, and compare this to the learning of other classes across the mileposts

How does it do this?

By providing the following resources:

- Assessment for nine IPC subjects in every milepost, including the assessment of international learning
- Skills rubrics for subjects that teachers can understand – making assessments easier and more reliable
- Skills rubrics for subjects written specially for children – helping them to become involved in their own assessment for learning
- Learning Advice for teachers and children on what to do to progress from one level to the next – real assessment for learning
- This Implementation File (updated July 2015), explaining the background to the IPC Assessment for Learning Programme and giving detailed advice on how and when to use each of the assessment resources
- An online Assessment Tracking Tool, developed in partnership with Classroom Monitor – keeping paperwork to a minimum and ensuring your results are accurate and that progression can be tracked over time, analysed to make improvements in learning and then reported to parents, care givers and guardians. (Sign-up to this tool is optional for schools.)

Introduction

The International Primary Curriculum (IPC) Assessment for Learning Programme is based on a simple assumption. If we are passionate about improving children's learning, then we have to be passionate about assessment too. It makes no sense to say that our main purpose is to help children learn academically, socially, emotionally, physically and spiritually without wanting to find out whether they have or not.

This is not to say that finding out is easy. There is a quote from French realist/impressionist Edgar Degas which says: "Painting is easy when you don't know how to do it...but very difficult when you do." If we replace the word 'painting' with the word 'assessment' the sentence would be equally true.

But just as the difficulties of being a painter don't – and shouldn't – stop anyone from painting, so the difficulties of assessment shouldn't stop us from trying to find out whether children have managed to learn anything and, if so, what that learning is and how it can be improved. If you already use the IPC you will know that the units of work provide some helpful advice about assessment but we have always known that we need something more than just helpful advice. The problem has been deciding precisely what. Assessment is a complex issue and almost impossible to get 'right'.

So we have taken our time. We have talked to some leading figures in the assessment debate, attended courses, done our background reading, looked at what is happening in other programmes around the world and made sure we are up to date on current assessment issues.

We now have an approach that is based on best practice, is consistent with the beliefs of the IPC and which will contribute to improving children's learning.

The Big Picture

We hope that you will read all sections of this Implementation File so that you get to know the research and rationale behind the IPC Assessment for Learning Programme and how to use it.

If you are in a hurry, though, here are the key messages from this first introductory section:

- The results of assessment are not 'true'; they provide us with the evidence that lets us infer how much and how well children have learned
- Learning is about developing new neuronal constellations or consolidating those that exist
- The experience of learning knowledge, skills and understanding is different, even though the learning of all three can be new and consolidated
- Knowledge is relatively easy to assess
- Understanding is very hard to evaluate – much harder than many curriculum developers and teachers believe
- Skills learning moves through a process of beginning...through developing...to mastering
- It is important to assess skills as they define the action component of each subject or discipline
- Not everything needs to be assessed. We should assess, though, those skills that give us the opportunity to make the most valid inference about children's learning.
- 'Assessment for learning' is different from 'assessment for reporting'. Assessment for learning involves providing feedback to children and activities for them to do that help them improve their learning.
- The IPC Assessment for Learning Programme responds to each of these issues
- The 2nd edition IPC Self-Review Process (available to download from the IPC Members' Lounge) supports the implementation and ongoing development of assessment through Criterion 5 – The significance and development of knowledge, skills and understanding, and Criterion 9 – Assessment that improves learning.

A View About Learning

One of the great educational waves of the past few years – and one which is still rolling in now – is the move that places learning at the centre of what we do, rather than teaching. But as John West-Burnham, Professor of Educational Leadership and Research at St Mary's University in London, UK, points out, the potential of putting learning at the heart of our discussions and action is weakened if we don't have a common agreement in school about what 'learning' is. West-Burnham says that this lack of agreement in schools, between schools and throughout the system is one of the major issues we have to rectify.

So, given that assessment is about learning, we have to say what the IPC view of learning is. The view we have developed over the past few years has been strongly influenced by neuroscientific research and its links to learning. We'll express the view as simply as possible here.

Neurons are the building blocks of our learning. The more we learn, the more extensive the connections between the neurons become, the bigger the neuronal constellations. The better we learn, the faster those connections operate and work together.

New and Consolidated Learning

Learning can be **new**. This means that we have established a new neuronal set or added to the one we already have. Let's say that you know something about the establishment of Islam in Andalusia, Spain. As a result of new experiences – a lesson or a visit to the Alhambra at Granada, for example, you are now able to link something new onto what you already had. By definition, new learning is always insecure. You may forget most of that new information in a relatively short space of time, just as you may forget a person's name if you don't see him/her very often.

Learning can also be **consolidated**. Consolidated learning happens when what we have learned becomes established and secure. Usually this happens when we revisit something we have learned. So discussing Islam and Andalusia amongst friends, as part of a study group, or because it is connected with your own personal history is likely to consolidate what you know.

(There is a third element that can often look like learning but isn't. This happens when we go over and over things that are already consolidated. No amount of practice or re-visiting is going to help your learning get better because it is established. We call this 'treading water'.)

Appropriate and Sufficient Learning

Learning needs to be **appropriate**. Because learning almost always links with something that has been learned before, it needs to be appropriate to the age and experience of the children. Put simply, it needs to make sense to them in terms of where they have come from and where they now are. The IPC Learning Goals have been designed to indicate appropriate stages of learning for most children in primary schools. They also provide an indication of what it is reasonable for children to learn next if they are at stages different from the majority of children. The IPC assessment material in this programme is similarly age-appropriate.

Learning also needs to be **sufficient**. Mihaly Csikszentmihalyi, the author of *Flow* (Harper Collins, Canada, 1991), says that the most effective learning takes place when individuals feel high challenge and low stress at the same time. High challenge means that children should be helped to achieve the best learning they can. What this is for individuals is a judgment that must be made by teachers in their own classrooms with the children.

Types of Learning: Knowledge, Skills and Understanding

Knowledge, skills and understanding are equally – if differently – important for children to learn and for schools to assess. The IPC believes knowledge, skills and understanding act as a ‘wholearchy’, rather than a hierarchy, with each different type of learning including and transcending the other. However, each does have its own distinct characteristics and it can be very powerful to ‘signpost’ to children what kind of learning they are experiencing and what the implications of this are in the classroom.

The IPC Learning Goals are the foundation on which the IPC is built. The IPC Learning Goals define what children might be expected to know, what they might be able to do and the understandings they might develop in their academic, personal and international learning. We believe that differentiating between knowledge, skills and understanding is crucial to the development of children’s learning. We also believe that knowledge, skills and understanding have their own distinct characteristics that impact on how each is planned for, learned, taught, assessed and reported on. The implications of these differences are therefore far-reaching and deserve proper consideration.

Knowledge refers to factual information. Knowledge is relatively straightforward to teach and assess (through quizzes, tests, multiple choice, etc.), even if it is not always that easy to recall. You can ask your children to research the knowledge they have to learn but you could also tell them the knowledge they need to know. Knowledge is continually changing and expanding – this is a challenge for schools that have to choose what knowledge children should know and learn in a restricted period of time.

The IPC does not provide examples of knowledge assessment (tests or exams) as the knowledge content of the curriculum can be adapted to any national curricula requirements.

Skills refer to things children are able to do. They are the essence of many disciplines – for example, scientific skills are what scientists do; musical skills are what make someone a musician. Skills have to be learned practically and need time to be practised. The good news about skills is the more you practice, the better you get at them! Skills are also transferable and tend to be more stable than knowledge – this is true for almost all school subjects. For example, although the equipment that scientists use may have changed over the past two hundred years, the skills they use remain largely the same.

As children learn skills they make a progression. For the IPC, this progression is from beginning...through developing...to mastering. Note that even ‘mastering’ on a certain level is not ‘mastery’. The reason concert pianists and golfers, amongst many others, keep practising is that there isn’t a finishing point to the development of skills.

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Skills can't be assessed by tests and quizzes and are assessed through observation. We need to see a skill in action a number of times before we can begin to assess it.

The IPC supports skills tracking and assessment through the IPC Assessment for Learning Programme.

Understanding refers to the development or 'grasping' of conceptual ideas, the 'lightbulb' moment that we all strive for. Understanding is always developing. None of us ever 'gets there', so you can't teach understanding, but what the IPC units do allow you to do is provide a whole range of different experiences through which children's understandings can deepen.

Criterion 5 in the 2nd edition IPC Self-Review Process - The significance and development of knowledge, skills and understanding - provides further guidance on this area of the IPC.

The Main Focus of the IPC Assessment for Learning Programme

The IPC's consistent and coherent view about learning has helped us to identify what the IPC Assessment for Learning Programme should focus on.

We do not believe that there is much use in producing assessment for knowledge learning. Partly this is because we simply can't know what knowledge children will gain as they work through a topic, unit of work or theme. To produce centrally available tests would be guesswork on our part. But it's also true that teachers can easily test knowledge themselves. The profession has been doing it for a long time.

We do not believe – at the moment – that the methodologies are secure enough to enable us to evaluate understanding well. This is not to say that we shouldn't try, but we firmly believe that the way to do it is for teachers to examine the learning standards they are using and become clear about what each means, particularly those related to understanding. We especially need to make sure that learning goals currently defined as 'understanding' shouldn't actually be defined as knowledge or skills learning goals. There is much confusion here.

The IPC Assessment for Learning Programme, therefore, focuses on skills.

Skills are:

- The practical behaviours we can observe in action
- At the heart of each subject, such as history, or focus, such as international-mindedness

Conclusion

Assessment is complex and it would be easy to hide behind the complexity and do nothing for a long time.

But it is also important. If we believe in learning, then we also believe in the right of children to receive feedback on how their learning is going and help about how they can improve.

The IPC responds to that right by providing the following:

- Classroom-based advice that helps teachers maximise the quality of their feedback to children
- Teachers' and Children's Rubrics that enable teachers and children to judge the quality of essential skills development in each subject
- Guidance on how to record and report improvements in learning
- An online Assessment Tracking Tool, developed in partnership with Classroom Monitor (sign-up to this tool is optional for schools).
- Professional learning courses around 'Identifying, assessing and improving children's learning'
- The 2nd edition IPC Self-Review Process (available to download from the IPC Members' Lounge) which supports the implementation and ongoing development of assessment through Criterion 5 – The significance and development of knowledge, skills and understanding, and Criterion 9 – Assessment that improves learning.

With all of this support the IPC Assessment for Learning Programme will help you to help children make progress and improvements in their learning.

Thanks

The IPC Assessment for Learning Programme would not have been possible without the help and support of colleagues throughout the world already using the IPC who either commented on or trialled different parts of the programme. In addition, colleagues from both IPC and non-IPC using schools have attended professional learning on assessment run by Fieldwork Education and have allowed us to try out and refine many of the ideas contained in this programme. Finally, we have learned a great deal from all of the work going on in the world assessment community, whether through our own course attendance, qualifications or reading.

Our gratitude to everyone who has helped in any way cannot be overestimated.

How to Use the IPC Assessment for Learning Programme

In this section of the Implementation File, you will find explicit advice about how to use the IPC Assessment for Learning Programme Classroom Resources.

This information is provided for each of the different Classroom Resource materials of the IPC Assessment for Learning Programme and explains how, when and why to use each resource.

There is advice on the following areas.

- **Skills** – This section details what the skills are and how you can use them to assess the children's learning in any activity you are doing
- **Teachers' Rubrics** – This section explains how, when and why to use the Teachers' Rubrics to assess the children
- **Children's Rubrics** - This section explains how, when and why to use the Children's Rubrics to assess the children. Detailed advice on how teachers and the children themselves should use the rubrics is included.
- **Learning Advice** – This section explains how to put these Learning Advice suggestions to best use to assist the children in improving their learning

When can the IPC Assessment for Learning Programme be used?

You can use the IPC Assessment for Learning Programme in a variety of ways in your school, including as:

- A school resource that individual teachers can use to assess individual children or their whole class in specific subjects or specific skills within subjects
- The way in which evidence is provided to support specific targets in your school's continuous improvement plan that charge your school with improving children's learning in specific areas of the curriculum
- The basis for the incremental growth in your school's assessment for learning processes over the next few years. (You may, for example, choose to introduce assessment for art and music next year, followed by science and history the year after.)
- The consolidation of a number of assessment activities currently taking place in school. The IPC Assessment for Learning Programme can bring consistency and coherence to what may currently be a disparate set of assessment activities.
- A tool to check on the progress of children's learning in specific subjects or at specific stages of their school life
- Support to teachers developing their own awareness of the different subjects of the primary curriculum, of children's learning in those subjects and of ways in which they can help improve learning
- Support to teachers in coming to a common awareness about learning and the stages and progression of learning in different subjects. In particular, the rubrics can be particularly helpful in focusing staff development sessions about learning in action and encouraging the process of 'moderation'.
- Evidence to children, colleagues, the community, board members, governors, inspection and accreditation teams and others that learning is taken seriously in your school
- A way of involving parents, care givers and guardians in their children's learning by giving them specific advice about the things they can do that will play a part in improving their children's learning
- A complete assessment for learning programme throughout your school

How do we introduce the IPC Assessment for Learning Programme into our school?

Obviously, the context of each school is different and it is impossible for us to say with any certainty how the programme should be introduced. What we can say though is:

- Start by considering which skills in which milepost you are going to assess, track and report on – better to assess fewer skills more often, than attempt to assess all of the skills and not give children a chance to practise and revisit them
- The skills you choose will depend on your content and any other curriculum you are using alongside the IPC – some schools choose to assess skills that track obviously across the three mileposts; others choose to assess skills that will help them to report on their own national curriculum requirements
- Ensure the set of skills you choose to assess is shared with teachers and learning assistants – this way they can plan them into the IPC learning (sometimes this will be regardless of whether they actually appear in a unit or not – after all, it is easy to plan opportunities to practise and assess ‘drawing a map’ in geography in practically any unit of work)
- Skills need practice, so time for this will need to be built into your IPC planning
- Assess your chosen skills ‘enough’ to track improvements in learning – this can be a mix of formal (recorded) assessments and informal assessments (frequent learning checks by self or peer-assessing on mini-whiteboards, for example)
- Ensure that children can see the ‘transferability’ of the skills they are learning – if they can’t remember that they’ve practised a skill before, this could be a sign that you are attempting to assess too many skills
- Unless you are very confident of your ability to do so, don’t introduce the IPC Assessment for Learning Programme all at once
- Choose the school-specific purpose for which you think the IPC Assessment for Learning Programme is most suited and start from there
- Make sure that at least one person in your school is very familiar with the programme and, equally importantly, with the principles behind it – then share this learning through exploring Criterion 9 - Assessment that improves learning - in the 2nd edition IPC Self-Review Process

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- Give everyone a chance to 'play' with the programme first by using aspects of it informally in their classroom
- Use staff development sessions to share the assessment of children's work and encourage discussion around the different levels and stages of progression in learning

Planning for assessment with the IPC

We recommend that teachers plan their IPC units either for individual year groups or across the different mileposts using the online Route Planner tool on the IPC Members' Lounge. We have designed a simple flow-diagram to illustrate the suggested planning process, which includes all the necessary steps to ensure coverage in a specific subject, planning opportunities for assessment, and the planning of specific activities to help children reach the relevant IPC Learning Goals.

When referring to the diagram:

- Start with deciding on the units that you will be using over the year or milepost using the IPC online Route Planner. This will provide an overview of when and where the different IPC Learning Goals are covered, and where they are not. For IPC Learning Goals that are not covered by your choice of units, consider ways of planning these into the existing units of work by adapting tasks or adding your own learning activities.
- The next step is to cross-reference the IPC Learning Goals with those of your national or local curriculum requirements. For schools using the National Curriculum for England 2014, we have created a comprehensive set of cross-referencing documents to help you do this (available to download from the IPC Members' Lounge). Any outcomes that are not covered can be added to the most appropriate units by adapting existing tasks or creating new learning activities. This will provide you with a detailed plan of which IPC Learning Goals will be covered and in which units over the year or milepost.
- Now you are ready to plan for your range of different assessments, identifying opportunities within different units to make sure the children have learned what you had planned for them to learn.

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Planning flow-diagram



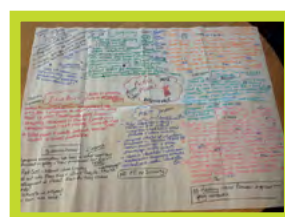
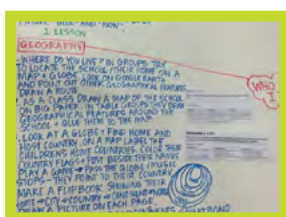
Choose your units for the year or milepost using the online Route Planner.



Create a report - which IPC Learning Goals are not covered?



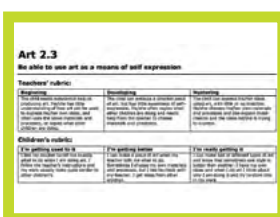
Make a note - remind yourself to adjust the tasks in the unit to ensure coverage of the missing IPC Learning Goals.



Plan for assessment opportunities. Which skills will you assess and where? Do you have sufficient time to practise and revisit skills?

Create a medium term plan. Make sure you cover the goals and outcomes you planned for. Adjust the unit tasks or create new ones. Don't forget to link to the IPC Personal Goals and international learning!

Repeat the process ensuring your country's national curriculum content is also covered.



Now think about opportunities for **assessing knowledge and evaluating understanding**. If these are not planned for, they are unlikely to happen.

Use the Teachers' Rubrics to help adjust lesson planning, and **share the Children's Rubrics** so children can self-assess. Use the **Learning Advice** to plan next steps in learning.

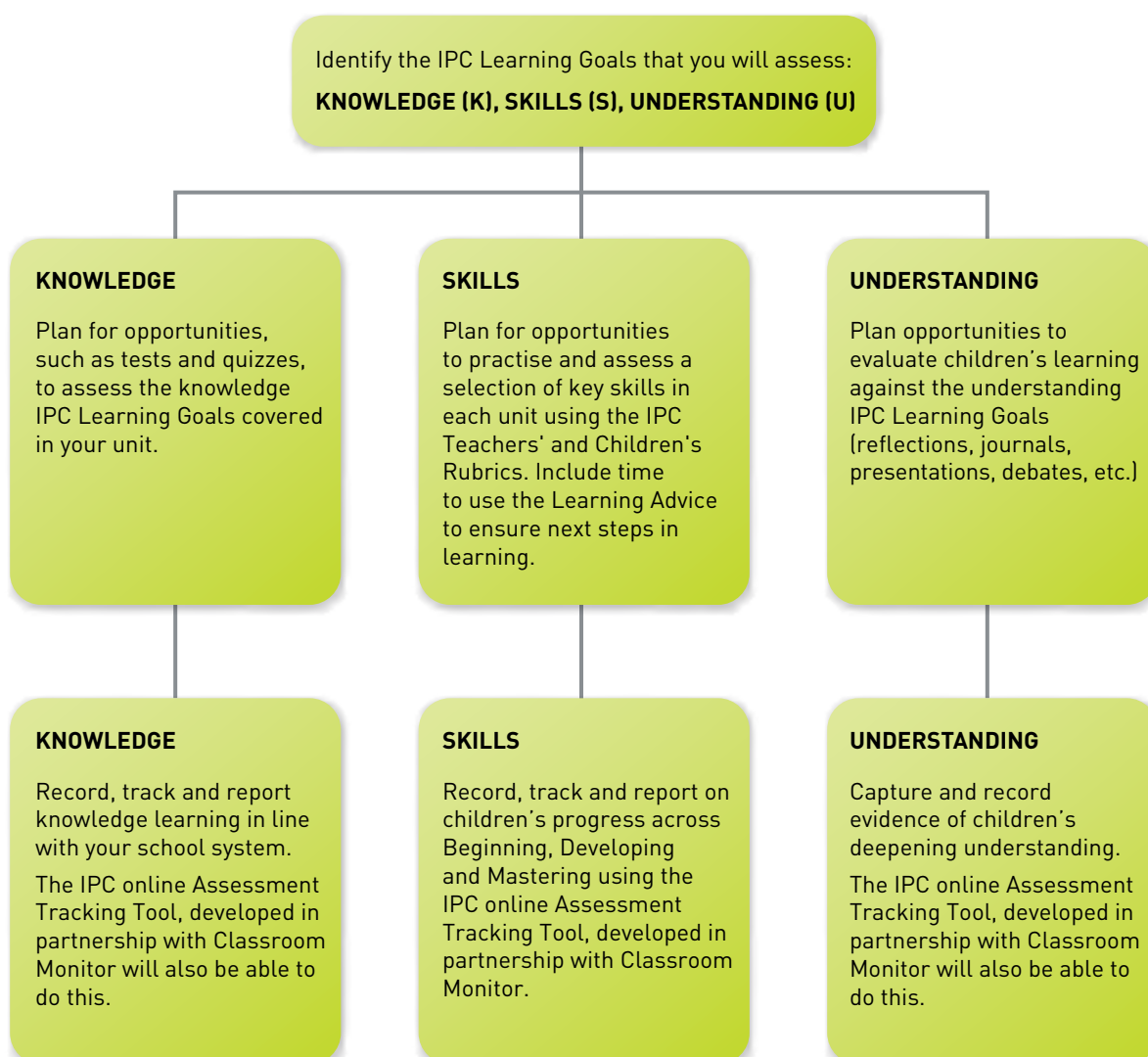
Record observations and judgements, and upload evidence to the online Assessment Tracking Tool. Analyse data and use to make further improvements in learning.

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Planning for Assessment

Once you have planned for the different IPC Learning Goals for each subject it is important to plan for assessment opportunities within each unit of work. Remember, the IPC believes that knowledge, skills and understanding are very different learning experiences, or learning types, and should therefore be taught and assessed differently. Assessment needs to be balanced but rigorous to ensure that the children have learned what we planned for them to learn.

The diagram below illustrates the processes you may want to use to ensure this happens.

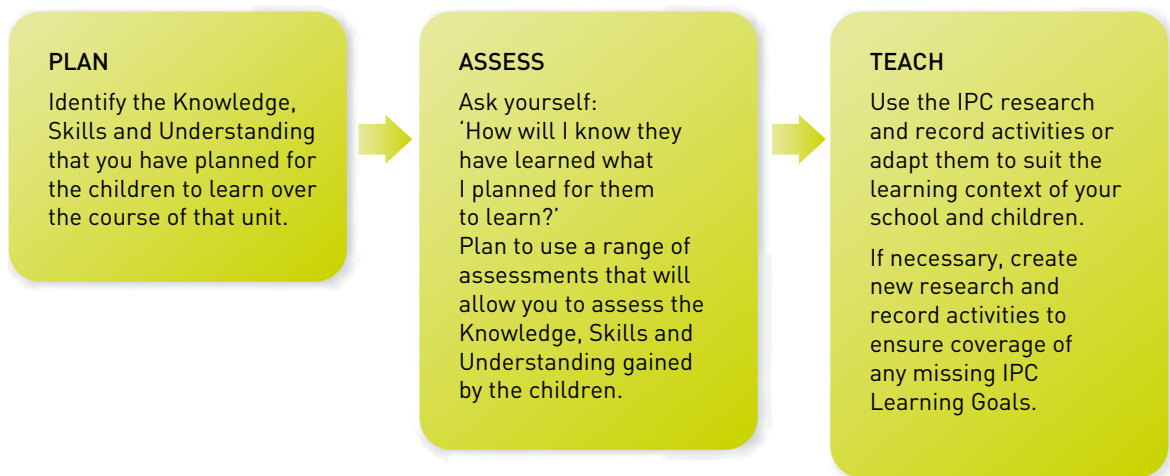


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Plan, Assess, Teach

Now you have ensured that your children will have the opportunity to learn all the relevant IPC Learning Goals, and considered how you will know whether they have learned what you planned for them to learn, it is time to plan the tasks and activities which will facilitate this learning.

You can use the tasks provided in the IPC units as they are, or adapt them to ensure coverage of your national curriculum needs. You may even want to write one or two tasks that will cover some of your country's specific statutory learning goals or standards



What is in the IPC Assessment for Learning Programme?

The Assessment for Learning Programme comprises four parts:

1. Classroom Resources – Milepost 1 (5-7 year olds)
2. Classroom Resources – Milepost 2 (7-9 year olds)
3. Classroom Resources – Milepost 3 (9-12 year olds)
4. This Implementation File

The following materials can be found in the Classroom Resources for each milepost:

- A list of all of the IPC Learning Goals per subject
- Details of the skills included in the IPC Assessment for Learning Programme (the skills are those highlighted in bold in the list of IPC Learning Goals, and in the units themselves)
- A set of assessment resources for each skill included in the IPC Assessment for Learning Programme, including:
 - A Teachers' Rubric
 - A Children's Rubric
 - Learning Advice

The IPC Assessment for Learning Programme provides these assessment resources for the following subject areas:

- Art
- Geography
- History
- ICT & Computing
- Music
- Physical Education (PE)
- Science
- Technology
- International

Note: The assessment materials are not interchangeable between skills or subject area. You should always ensure that you are using the correct materials for each skill.

Skills

What the Skills are

The IPC Learning Goals are written in one of three ways: **Knowledge** ('Know about'), **Skills** ('Be able to') and **Understanding** ('Understand').

The IPC Assessment for Learning Programme is **skills-based**.

Each Classroom Resources folder lists all of the IPC Learning Goals per subject, per milepost, and details which of those are the key skills that are included in the IPC Assessment for Learning Programme and have corresponding assessment resources. These key skills are highlighted in bold text.

The assessment materials are not interchangeable between skills or subject area. You should always ensure that you are using the correct materials for each skill.

Explaining the Skills

When you use the IPC Assessment for Learning Programme, you will find the skill you are going to assess detailed in the following way. This is the first page of the resources you will need to conduct your assessment of the children.

Example of the 'Skill' in the Classroom Resources

Art Skill 1.2

Be able to use a variety of materials and processes

In the IPC, all Learning Goals are numbered and cross-referenced at the start of each unit of work, at the start of each subject section in the unit of work, and listed at the beginning of each task within the subject sections. The first digit (1) refers to the milepost level, and the second digit (2), to the relevant Learning Goal.

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All the IPC Learning Goals that are skills-based begin: Be able to...

Relevant IPC Learning Goals are detailed within each IPC unit of work, stating which skills (and other learning targets concerned with knowledge and understandings) are practised in both different subject areas, and within specific tasks.

When you decide to assess the children, the first thing you need to do is to decide which skill you are going to assess. You can choose any skill that is detailed in the IPC Assessment for Learning Programme and has corresponding assessment materials.

When you look at the IPC units of work, you will also find the skills (and other Learning Goals) grouped by number. If you wish to identify an activity that can be used to assess Art Skill 1.2, you can look at the IPC unit of work you are currently using at Milepost 1 to see if Art Skill 1.2 is included in any of the activities – the online Route Planner will also show you this at a glance.

Once you have decided which skill you wish to assess, you merely have to select and review the corresponding Classroom Resource materials for that skill.

What we recommend

When you decide to assess the children, you must first identify which skill you are going to assess. Think about which activities you are learning with at the moment or will be learning with in the near future and see if it will be possible to assess the children at that time.

You can refer to the materials in the IPC unit of work that you are planning with to identify a task or activity that practises a particular skill. Alternatively, you can consider any other activities you are learning with from another curriculum and identify which skills they are practising. Then select the materials for the skill you wish to assess and begin your preparation for the assessment.

We recommend that you assess one skill at a time.

Key Points

- The IPC Assessment for Learning Programme is skills-based
- The IPC Assessment for Learning Programme provides resources to assess key skills. Whilst all the skills included in the IPC units of work are important, they are not vital in terms of assessing a child's learning. The skills that are included in the IPC Assessment for Learning Programme are those most useful in making an inference about children's learning.
- The first thing you should do is decide which skill you are going to assess, then review the corresponding assessment materials for that skill

Teachers' Rubrics

Example of the 'Teachers' Rubrics' in the Classroom Resources:

Teachers' Rubric

Art Skill 1.2 - Be able to use a variety of materials and processes

Beginning	Developing	Mastering
The child uses more than one type of material and process to produce a piece of art. He/she may need help to choose the materials and processes for his/her work, e.g. suitable materials to make a collage, etc. The child may also need help using the materials and processes to produce his/her piece of art.	The child chooses more than one type of material and process and successfully produces a piece of art. The child understands that materials are suited to different processes and chooses accordingly, with some help from the teacher. The child produces a piece of art based on his/her choices.	The child uses a variety of materials and processes in his/her work with success. The child understands that materials are suitable for different processes and chooses accordingly. The child needs little or no direction from the teacher.

Note: There is a Teachers' Rubric for each specified skill. They are not interchangeable between skills or subjects

The Learning Stages: Beginning, Developing, Mastering

The Teachers' Rubrics have explicit definitions of a child's learning-in-action in each of the three levels of progression: Beginning...Developing...Mastering.

As skills are developmental and involve a progression through the learning stages, none of these learning stages should be considered time-sensitive. For example, a child can be at Beginning stage after practising a skill over the course of six months. Another child can be at Mastering stage and still make some mistakes and have room for improvement. It is also likely that some children will revert to a 'lower' stage over the course of a milepost, as we all do with skills practise.

(See the Frequently Asked Questions section of this Implementation File for further information on this.)

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How to use the Teachers' Rubrics

The Teachers' Rubrics are for teacher use only.

The teacher can use the Teachers' Rubrics to assess the children's learning for a specified skill, before, during or after an activity.

Using the Teachers' Rubrics before an activity

Before beginning a new unit of work or an activity, you should familiarise yourself with the corresponding Teachers' Rubrics for the skill you have chosen to assess. Read through the defined abilities for a child working in each learning stage for this particular skill.

Think about what stage you think each child is working at before they begin the activity. How have they worked using this skill in previous activities? How have they worked in previous activities that practise similar skills? As your school develops in its use of the IPC Assessment for Learning Programme, you will have information about children's past learning through the online Assessment Tracking Tool.

Using the Teachers' Rubrics during an activity

After familiarising yourself with the Teachers' Rubrics, you can use them during an activity to begin to assess the children's learning.

You should ensure that you are using the Teachers' Rubric for the skill the children are practising in the activity and observe the children as they work. Refer to the explicit descriptions of how a child works in each learning stage to identify which stage each child is working at (Beginning, Developing or Mastering).

Using the Teachers' Rubrics during an activity enables you to assess the children whilst they are working. This authentic assessment is most likely to give you relevant and useful information.

Using the Teachers' Rubrics after an activity

The Teachers' Rubrics can also be used after the children have completed a learning activity. Having familiarised yourself with the Teachers' Rubrics before beginning a unit or learning activity, you can use the explicit definitions in the rubrics to confirm which stage each child is working at after the class has completed the unit.

Using the Teachers' Rubrics after a learning activity allows you time to reflect on your observations of the children's learning. It does mean, though, that you will need to have taken some notes or recordings whilst the children have been learning.

Note: You can use the Teachers' Rubrics formally or informally to assess the children. Use your own discretion when choosing whether or not to inform the children that they are being assessed.

IPC ASSESSMENT FOR LEARNING

What we recommend

We recommend that during the course of a milepost you use the Teachers' Rubrics before, during and after a range of learning activities to ensure that your assessment of the children's learning is accurate and fair. If using the Teachers' Rubrics after the children have finished a learning activity, you should ensure that you take some notes or recordings whilst the children are actually carrying out their learning.

Key Points

- The Teachers' Rubrics are not interchangeable between skills. Each rubric is relevant to a particular skill at a particular stage of learning
- The Teachers' Rubrics detail exactly how a child performs within each learning stage
- You must use the correct Teachers' Rubric for the skill and milepost of the class you are assessing
- Ensure that you are familiar with the Teachers' Rubric for the skill you are going to assess before you begin

Children's Rubrics

Example of the 'Children's Rubrics' in the Classroom Resources:

Children's Rubric

Art Skill 1.2 - Be able to use a variety of materials and processes

I'm getting used to it	I'm getting better	I'm really getting it
I know how to use some art materials, e.g. paints, charcoal, etc. I'm not sure when I should use each material and my teacher helps me with this. For example, when I'm making a collage my teacher helps me collect all the materials I need and helps me make my collage.	I know how to use some art materials and I can choose the right materials for a process, e.g. to produce a painting, I need paints, brushes, etc. I check my choices with my teacher and sometimes I need help with this. I can produce a piece of art using the materials and processes I have chosen.	I know many different ways of doing art and can use different materials without any help from my teacher. I can make different types of art and decide for myself what I need to do this.

Note: There is a Children's Rubric for each specified skill. They are not interchangeable between skills or subjects.

How to use the Children's Rubrics

The Children's Rubrics can be used by either the teacher or the children, or both, as detailed below.

The Children's Rubrics are contextually identical to the Teachers' Rubrics for the specified skill, but written in a language that the children can understand (with younger children you may need to help them with this, or can adapt the rubrics further by editing them). The Children's Rubrics can be used to involve the children in the assessment process and to make them aware of how they are learning.

I'm getting used to it = Beginning

I'm getting better = Developing

I'm really getting it = Mastering

The child can use the Children's Rubrics to assess their own learning for a specified skill, before, during or after an activity. The teacher can also use the Children's Rubrics as a method of communicating how the children should be working, in a language that they can understand. You can use the Children's Rubrics in many ways to assess the children, some of which are detailed below.

IPC ASSESSMENT FOR LEARNING

Using the Children's Rubrics before a learning activity

For the child

The Children's Rubrics can be given to the children before they begin a learning activity. The children should read them through and think about what stage they think they are working at in the specified skill (this doesn't have to correlate to your own opinion about what stage the children are working at). The children can then carry out the learning activity and think about whether their judgment was accurate.

Using the Children's Rubrics before a learning activity allows them to identify how they should be performing a skill and isolate areas of the skill that they need to work on. Using the Children's Rubrics in this way helps you create specific learning targets for individual children or groups of children. These can be put into children's books, displayed in the classroom or recorded online.

For the teacher

You can use the Children's Rubrics before a learning activity to help you explain to the children in a language that they can understand how they should be performing a skill at each learning stage. You can use them to identify and explain to the children what they should 'be able to do' with regard to the skill in question.

Using the Children's Rubrics before a learning activity allows you to explain to the children what they should think about when practising the skill before they begin. The children can reflect on their own perceived abilities and deepen their understanding of how a skill should be performed. The children can also become actively involved in the learning and assessment process.

Using the Children's Rubrics in this way helps you create specific learning targets for individual children or groups of children. These can be put into children's books, displayed in the classroom or recorded online.

Using the Children's Rubrics during a learning activity

For the child

The children can use the Children's Rubrics whilst they are practising a skill. You could distribute the Children's Rubrics and ask the children to refer to them as they work, to identify which stage they think they are working at (with younger children you may need to go through the Children's Rubrics with them first).

Using the Children's Rubrics during an activity allows the children to assess themselves as they are working, using their own observations to become actively involved in the learning and assessment process.

Using the Children's Rubrics in this way helps you create specific learning targets for individual children or groups of children. These can be put into children's books, displayed in the classroom or recorded online.

IPC ASSESSMENT FOR LEARNING

For the teacher

You can use the Children's Rubrics whilst the children are carrying out a learning activity. You could use them to talk to the children about their learning in a language that they can understand.

Using the Children's Rubrics during an activity allows you to talk to the children about how they are performing a skill as they are doing it in a language that they can understand. You should use your discretion when deciding whether or not to inform the children that they are being assessed.

Using the Children's Rubrics in this way helps you create specific learning targets for individual children or groups of children. These can be put into children's books, displayed in the classroom or recorded online.

Using the Children's Rubrics after a learning activity

For the child

You can give the children the Children's Rubrics after they have completed a learning activity to allow them to reflect and assess themselves with regard to how they think they have practised a skill. The Children's Rubrics direct them to think about how much help they needed, the finished result of the skill they practised and how they could improve. The children can use the Children's Rubrics independently or with other children to reflect and comment on how they performed a particular skill (peer-assessment).

Using the Children's Rubrics after an activity allows the children to reflect immediately on what they have learned and involves them directly in the assessment and learning process.

Using the Children's Rubrics in this way helps you create specific learning targets for individual children or groups of children. These can be put into children's books, displayed in the classroom or recorded online.

For the teacher

You can use the Children's Rubrics after a learning activity to assess how the children have performed a particular skill. You could use them to talk to the children about their learning in a language that they can understand.

Using the Children's Rubrics after an activity allows time for reflection on what the children have learned and involves them directly in the assessment and learning process.

Using the Children's Rubrics in this way helps you create specific learning targets for individual children or groups of children. These can be put into children's books, displayed in the classroom or recorded online.

IPC ASSESSMENT FOR LEARNING

Using the Children's Rubrics as a teacher tool only

The Children's Rubrics can be used as a teacher tool only. You can use the descriptions of how each child learns in each stage to talk to the children about their learning. It is at your own discretion whether you give the children access to the Children's Rubrics. However, we think that there is much to gain by involving children in the assessment for learning and target setting processes.

What we recommend

We recommend that you use the Children's Rubrics in each of the ways detailed above over the course of the milepost.

At times it may be appropriate for you to inform the children that they are being assessed, and use the Children's Rubrics to inform them of what you will be looking for in the assessment. At other times, you may wish to use the Children's Rubrics to discuss with the children how they are performing.

The children can use the Children's Rubrics themselves to reflect on their own learning and progress. You can also use them to discuss with each child in a language that they can understand how they are progressing with a particular skill.

Key Points

- The Children's Rubrics can be used by both the teacher and the children
- You can use the Children's Rubrics in a number of different ways
- The Children's Rubrics are contextually identical to the Teachers' Rubrics for a particular skill, but are in 'child-speak'
- The Children's Rubrics are not interchangeable between skills
- The Children's Rubrics detail exactly how a child performs within each learning stage
- You must use the correct Children's Rubric for the skill and milepost of the class you are assessing

Learning Advice

Example of the 'Learning Advice' in the Classroom Resources:

Learning Advice

Art Skill 1.2 - Be able to use a variety of materials and processes

How To Progress From Beginning To Developing

Suggest the following to the children

- With a partner, look at different types of art and think about what materials the artists used. Choose one material that you don't know how to use and ask your teacher if you can practise in a class
- Ask other children in your class what art processes they know how to use. In an art class work with a child who can show you how to use a process that you didn't know before. Can you show them a new process?

How To Progress From Developing To Mastering

Suggest the following to the children

- Choose a piece of art you have produced this year. What was the subject of the art? Work with the same subject and make a new piece of art using a different process. For example, if your original piece of art was a painting of a statue, perhaps you could sculpt a statue using plasticine, or make a collage
- Look around your town or city. What art do you see? Think about buildings, statues, monuments, fountains, etc. Make a class list of all the different art there is in your local area and the materials and processes that are used for each

Note: There is Learning Advice for each specified skill. They are not interchangeable between skills or subjects.

The Learning Advice provides specific advice to teachers on how to help children consolidate their learning or move from one stage to another. This advice becomes the 'action steps' for both children and teachers.

IPC ASSESSMENT FOR LEARNING

How to use the Learning Advice

You can use the Learning Advice to help the children progress in their learning.

Each skill in the IPC Assessment for Learning Programme has detailed Learning Advice to assist children in progressing from Beginning to Developing stage, and from Developing to Mastering stage for a skill.

You can use the Learning Advice with the children individually, or in groups, or as a whole class. Using the Learning Advice in these ways is crucial to assessment for learning as it provides both the feedback loop and the actions that are essential to the whole process.

Using the Learning Advice with individual children

When you have assessed a child's learning in a skill and identified what stage they are working at, you can give the child individual activities taken from the Learning Advice to help them progress. The Learning Advice activities include a range of ideas that the children can do at home or at school.

Using the Learning Advice with a group of children

When you have assessed the children and have identified what stage they are working at, you can put them into small groups working at the same stage. Each group can do one or more of the suggested learning activities to assist in their progression. A number of the Learning Advice activities are designed for groups of children to do.

Using the Learning Advice with a whole class

A number of the Learning Advice activities are designed for whole class participation. Again, you should wait until you have assessed the children and have identified what stage they are working at, before choosing some of the activities to do.

If all of the children in your class are working at the same stage, you can choose the corresponding Learning Advice suggestions for a particular skill and work together as a class.

For children working at Mastering stage

Children working at Mastering stage can use the Learning Advice 'How to progress from Developing to Mastering' to consolidate their learning, or the children can move to an appropriate skill in the next milepost. If a child in Milepost 3 is working at Mastering level, they could be challenged to write their own Learning Advice and rubric for improving further with a particular skill.

What we recommend

We recommend that you use a range of Learning Advice activities throughout the milepost to assist the children in their progress. We also recommend that you choose a range of individual, group and whole class activities from this section of the Classroom Resources to allow the children to participate in as many ways as possible.

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It is also possible to involve the community in this process. At an information evening, for example, you could offer Learning Advice to parents, care givers and guardians to encourage their child to continue their learning at home in order to consolidate their progress through the learning stages.

Key Points

- The Learning Advice activities are not interchangeable between skills
- The Learning Advice gives practical suggestions and activities to help the children progress from one stage to another
- The Learning Advice provides a range of individual, group and whole class learning activities for the children to do at school or at home
- You should use the Learning Advice after you have assessed the children for a particular skill

Frequently Asked Questions

The IPC Assessment for Learning Programme is designed for teachers to effectively and easily assess how children are progressing in their learning.

It is important that the IPC Assessment for Learning Programme is used in its intended way to support the teacher and the children in their teaching and learning and to build a complete picture of the child's strengths and weaknesses in both subject areas and specific skill development.

The following Frequently Asked Questions aim to alleviate any problems you may have using the materials, and respond to feedback we have received from participating schools around the world.

Will the IPC Assessment for Learning Programme be very time-consuming for teachers?

The IPC Assessment for Learning Programme has one clear aim: to help children improve their skills learning. If you find that you are spending a lot of time ticking boxes, or sticking assessment sheets into books, then you are not focusing on the core purpose of the programme.

It is not expected that each teacher will use the programme to assess each child in their class, on each skill, within each subject area, every time they use an IPC unit of work or an activity taken from another curriculum. This, indeed, would be time-consuming.

Instead, the IPC Assessment for Learning Programme is designed to clarify and articulate what the teacher knows about each child's abilities through observing them informally on a day-to-day basis. Teachers will have a fair idea of what stage each child is at in their class, as well as which skills, (investigative, practical, etc.) each child is stronger or weaker at.

We have identified key skills within each subject area in terms of assessment for learning and are therefore included in the IPC Assessment for Learning Programme. It is important to remember though, that each milestone is designed to last for a two-year period which gives you sufficient time to assess each of the children on each of the skills. It is important that each skill is assessed throughout this time as that is the only way in which we will see progression.

All the materials that teachers need to thoroughly assess each child have been prepared for them. There are printable Teachers' and Children's Rubrics to show each child's progress, which can be used for display, kept in children's books, laminated to use as quick mini-whiteboard style assessment tools, shared with the community or accessed online and shared on an Interactive Whiteboard, etc., and specific Learning Advice to help the children to consolidate their learning and progress from one learning stage to the next.

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Our advice would be to start by identifying which skills, in each milepost, you are going to assess, track and report on. We have created resources for many key skills which appear in the units of work; this doesn't mean you need to assess all of them. It is important to keep in mind what is manageable and meaningful – for the teachers and the learners.

It might be that out of the 38 key skills in Milepost 1, for example, you condense these down into a core set that your school deems to be essential in terms of improving children's learning. Because of this you might end up assessing only 15 of these skills, for example.

There are no set rules or guidance for this but in our experience it is better to assess fewer skills, but more often, than attempt to assess all of them and not allow time for children to revisit, practice and improve. If your teachers are finding the number of skills overwhelming, imagine how the children are feeling! It is important that children can appreciate the transferability of skills from one unit of work to another – that they realise, for example, that drawing a map is a useful skill and one that they have practised before.

Once you have decided on your core set of skills to assess, track and report on, make sure this information is shared with all teachers, learning assistants and subject leaders. This way, practice and assessment of the skills can easily be planned into any IPC unit of work, whether they appear in that unit or not (the online Route Planner is a good starting point for seeing which key skills already appear in the units you have chosen).

If your school has chosen to use the online Assessment Tracking Tool, you will have the choice to only display the set of skills you have chosen to work with.

In terms of how many skills you should assess per unit, there is no set formula for this either. Again think about having sufficient time to practice the skills, children being aware of what skill they are practising in which subject, the potential for children to recognise the transferability of this skill. Feedback has shown us that assessing around four skills for each thematic unit of work seems to be manageable for teachers and children alike, but again this is something for your school to decide based on your own experience.

What do I do if all the children in my class fall into the Beginning stage?

This is not a problem at all. Skills, as opposed to knowledge and understanding, can be practised.

If all the children in a class fall into Beginning stage, the teacher could carry out some of the Learning Advice activities as a class and, as the children progress, could have a stronger child work with a child who is still not yet ready to progress to the next stage.

The IPC Assessment for Learning Programme is designed to identify and clarify how the children are learning and provide 'action steps' to consolidate and improve each child's learning. Whether all the children in a class fall into the same stage or whether there are a range of stages in a class, the IPC Assessment for Learning Programme can be used as a tool to adapt teaching methods to suit these patterns, as suggested above.

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Teacher opinion on a child's learning stage may differ and there may not be consistency across the school. What should we do?

Differing opinions exist in all areas of education. Our task is to reduce the limits of confusion and misunderstanding. The IPC Assessment for Learning Programme will alleviate some of these differences in opinion; teachers can refer to both the Teachers' Rubrics and the Children's Rubrics to identify what learning stage each child is at. These rubrics are very explicit in what the teacher should be observing in order to make their judgment, which significantly alleviates the problem of differing opinion.

In all cases we have identified for the teacher the best ways in which to assess each skill.

Wherever possible, teachers should meet to discuss the rubrics and examples of them in action. In this way, their shared knowledge of each skill will develop and consistency between them will increase. This type of professional conversation between teachers has long been recommended as 'moderation'.

Why does Beginning stage assume the children have some ability in each skill?

Beginning stage does assume that the children have some ability in each skill. This question is only really relevant in terms of Milepost 1, as children who have progressed to Mileposts 2 and 3 will have worked within each subject area and with a variety of skills before.

If you have a new child in your class who has recently joined the school, you can also assume that they will have worked within the different subject areas and a variety of skills before, at their previous school or in an Early Years environment.

Some schools have adapted our programme to create an additional stage for Milepost 1 units called 'Pre-Engaging' - we encourage schools to work with the IPC Assessment for Learning programme in a flexible way, as you would with the IPC units of work themselves, as long as you stick to the core philosophy, pedagogy and process.

How much time should we dedicate to assessing the children's learning?

The IPC Assessment for Learning Programme is not designed as a resource for teachers to take to every class with them and complete an assessment record sheet and to try to assess all the children on all the skills all of the time. This would encompass all of the teacher's time and, in order to assess how children are learning, we must give them time to learn.

If teachers familiarise themselves with the content of the IPC Assessment for Learning Programme before beginning a new unit or theme of work, and are generally aware of what skills they will assess as they progress, it becomes more a case of informally observing the children as they work, as most teachers currently do on a daily basis.

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Then at an appropriate time, perhaps towards the end of a unit, a milestone, or before a consultation evening, or approaching end of year exams, etc. the teacher can complete an assessment of the children to show their progress and areas they need to work on, etc. These assessment judgments could also be kept for teachers' use only, with the children being assessed informally. Teachers can also encourage the children to assess their own learning using the Children's Rubrics.

Teachers could also choose a day to assess, for example, Science Skill 1.2. The children could assess themselves before they begin an activity that specifically uses this skill to give their ideas of how well they think they can do this skill. Then teachers could spend a morning doing an activity that practises this skill.

Teachers could then wait before specifically assessing another skill in this way, instead informally observing the class using the Teachers' Rubrics and other provided resources.

Above all, the IPC Assessment for Learning Programme is an aid to both children's learning and teachers' participation in this. Every school is different and every class has a different number of children of differing stages and the IPC Assessment for Learning Programme should be used to reflect these different circumstances. In terms of how long the IPC Assessment for Learning Programme should be used, this is a question that cannot be answered with a specific number of hours, days, or weeks, etc. It should be used enough to identify clearly how the children are learning and whether they are making improvements in their learning. The teacher should know how the children in their class are doing in any given subject area and use the corresponding Learning Advice to ensure the children are getting the most possible out of both the IPC units of work or other suitable curricula and their education in general.

Should all the children be working at Mastering stage when they finish the milestone?

All children learn at different rates and, as individuals, we all have things we are good at and find easy to learn and things that take a little more time to master.

It would be nice to think that all the children will begin the milestone at Beginning stage and finish, on schedule, at Mastering stage, ready to move on to the next milestone. Of course, this is highly unlikely.

What is important and what we should all be aiming towards is for the children to understand that they are learning, that this is an ongoing process and for some progress to be made. The Teachers' Rubrics and Children's Rubrics, together with the Learning Advice, help teachers to do this and give the children practical ways to help them progress towards a different learning stage.

What role should the children play in the assessment process?

The Children's Rubrics are designed to allow the children to assess themselves and identify their own strengths and weaknesses. The children can use these towards the end of a milestone to assess how well they think they are learning.

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The children are then made aware that learning is an ongoing process, and this will also encourage them to think back to how they performed at the beginning of the milepost compared to the end. How have they changed? Have they moved from one stage to another?

It doesn't matter if the children's opinions differ from the teachers, although it is important that children come to a more developed awareness of what they are learning. It is, of course, the teacher who will decide which stage each child falls into within each subject area. However, this is a valuable learning tool and allows the children to be involved in their own learning.

Again, it is not intended that the children should be given all the Children's Rubrics for all the skills within every subject area at each milepost. The teacher could use these Children's Rubrics to identify a particular skill that many children are finding difficult, for example, or use them before undertaking a large activity, or a field trip, etc. The children could use the rubrics before the activity to see how they think they are doing, and then again after the activity to see if they were accurate in their judgments.

We have a lot of children in our school who don't have English as their first language. How does this affect the IPC Assessment for Learning Programme?

In no way does the IPC Assessment for Learning Programme assess children's level of English.

The materials are in English, though it is assumed that each class will have a range of children from many different nationalities and that the teacher may not be a native speaker of English. The IPC Assessment for Learning Programme (and, indeed, all materials produced by the IPC) is designed from an international perspective and language is in no way a barrier to using the materials.

Each class within each school is different and each teacher tackles the difficulties of teaching children with a range of different first languages in their own way. Observing how the children perform on a daily basis will give the teacher a good idea of each child's stage, regardless of what language they speak or how they choose to express themselves and their abilities. The children should in no way be 'marked down' or otherwise placed in a lower stage because of any difficulties when expressing themselves in English.

How should I use the Learning Advice?

The Learning Advice gives teachers practical ways to help the children progress from one stage to another. These suggestions are skill-specific and will encourage the children to develop a more advanced stage in skills practise.

IPC ASSESSMENT FOR LEARNING

Teachers can use the Learning Advice at any time throughout the milepost. By familiarising themselves with the IPC Assessment for Learning Programme before beginning a unit or a milepost, teachers can be aware of how the children can advance and consolidate their learning using these activities. The teacher can then incorporate these ideas into a class, or make the children aware that these are specific things they can do, or allow the children to brainstorm ideas and compare suggestions, etc. It is up to the teacher and the dynamic of any particular class whether to use these suggestions explicitly, and ensure the children are aware that they are specific learning tools, or use them implicitly and incorporate them into the children's daily learning habits.

How do I record the children's learning stages - during the learning and after the learning?

The IPC Assessment for Learning Programme is designed to allow teachers to assess the children easily, effectively and without producing reams of paperwork or becoming unduly time-consuming.

For this purpose, we have been working in partnership with online assessment experts Classroom Monitor to create a tool for assessing, tracking, analysing and reporting. This is an invaluable tool in not only assessing how particular students are learning, but identifying how they fit into the whole school picture.

Each teacher should record information and evidence of a child's learning stage for a particular skill at periodic intervals. The online Assessment Tracking Tool collates this information at the following levels: skill, subject, pupil, class. Teachers can use this information to identify any skills gaps within the class, a particular milepost or for an individual child. The online Assessment Tracking Tool can also be used to ensure that as wide a range of skills as possible are being practised, by easily identifying any 'gaps' in skills practise.

Teachers can also print off and share this information as required, which will be particularly useful for consultation evenings, etc.

Use of the online Assessment Tracking Tool is optional for IPC member schools – please contact members@greatlearning.com for more information on how to access this.

What should I do if some children are between learning stages, e.g. Beginning and Developing?

The Teachers' Rubrics and Children's Rubrics detail explicitly what the teacher should be looking for to make a judgment about what learning stages the children are working at. However, if a teacher really feels that a child is working 'between' learning stages, they should simply enter both learning stages for the child in the online Assessment Tracking Tool. The online Assessment Tracking Tool has the option to add comments about each child and their progress – this is where the teacher can explain that in his/her opinion the child is working between learning stages.

IPC ASSESSMENT FOR LEARNING

What should I do if a child is at Mastering stage very early in the milepost?

This is not a problem. Many children who begin at Mastering stage will often revert to Developing or even Beginning stage throughout the milepost, as we all do with skills practise, particularly when it is presented to us in a different context.

Many of the learning activities in the IPC units of work involve children working in groups or pairs. By partnering a child who is currently working at Mastering stage with a child who is working at a less advanced stage, they can further enhance their learning and skills development.

If a teacher has a child in their class who is clearly working at a far higher stage than the other children, he/she might like to look at the Teachers' Rubrics and other Classroom Resources for the next milepost. There is no reason why teachers shouldn't assess a child at a higher milepost if it is appropriate.

This also applies to children who are struggling with the skills in their age-based milepost. Teachers might like to look at the skills of the previous milepost and record these too. It is important though, that when assessing a child's learning outside of their milepost, teachers ensure they assess the child on the skills within their milepost too. This will provide a more complete record of learning, which can be compared at class and milepost level.

The IPC Assessment for Learning Programme is not designed as a 'one size fits all' tool. We have provided the resources for teachers to use and adapt as they see fit to enhance every child's learning on an individual, a class and a whole school level.

Why is the language of the Children's Rubrics different to that of the Teachers' Rubrics?

The Children's Rubrics are a tool that teachers can use in class to encourage the children to look at their own learning and abilities. The language used is suitable for a child of the milepost age-range and will allow the children to identify what stage they think they are working at.

The Children's Rubrics detail what a child is able to do when practising a skill. The children can use these rubrics before, during or after an activity to decide how well they think they can do the skill. The Children's Rubrics are designed to be used with the skill in any situation – they are not activity specific, but provide an overlying description of how the children are working and learning.

The content of the Children's Rubrics is contextually the same as the content of the Teacher's Rubrics. Both teacher and child are directed to look at the same indicators within their work to identify their learning stage. The language has been adapted so that a child can easily understand what they should be considering in their judgments.

IPC ASSESSMENT FOR LEARNING

Should we try and assess all the key skills in every subject in every milepost?

When producing the IPC Assessment for Learning Programme, we identified key skills that indicate a child's abilities in skills practice. There are, therefore, some skills that will not be assessed in the IPC Assessment for Learning Programme. Whilst these skills are important and are included in the complete set of IPC Learning Goals, they are not vital in terms of assessing a child's learning. The skills that are included in the IPC Assessment for Learning Programme are the ones which we believe will be most helpful in allowing us to make valid inferences about a child's learning.

It is unlikely that you will manage to assess all the skills throughout a milepost - this in no way means that you will be unable to provide an accurate assessment of a child's skill development. The skills that you have assessed will provide an overview of the child's learning and you can make a judgment based on this.

The online Route Planner allows teachers to identify any skills that have not been assessed or practised throughout the milepost. This can help with choosing further units to study or activities to do (in this way, teachers can ensure that the children are practising as wide a range of skills as possible).

Finally, as we have stated before, it is better to assess fewer skills more often than try to assess all of the skills only once, as this will not allow time for the children to practice the skills and make improvements in their learning. This is not a box ticking exercise, this is about children knowing what they are learning and how they can improve. Please see the first question, **'Will the IPC Assessment for Learning Programme be very time-consuming for teachers?'** for more advice about how many skills to assess and how often.